



Reading and Writing in the Early Years

READING

The foundation of teaching reading starts by fostering a love of books and stories. We have story time at the end of the morning and afternoon sessions and the teacher will read stories at other times in the school day. There is a cosy book corner in the classroom where children can look at books on their own, with a friend or with the teacher. We also have books in our outdoor area. Children can also choose a book from our school library once a week. There are also signs, and other written material in the classroom to encourage reading.

Children get a reading book in reception; this is usually towards the end of the first half of the Autumn term. The reading book is matched to the sounds they have recently covered in their phonics lesson so they will be practising what they have learned. Once they have a reading book, we aim to hear the children read twice a day and encourage parents to listen to their children read at least five times a week at home.

WRITING

Nursery

We provide a variety of opportunities in our continuous provision for children to develop the muscles needed for writing. These include: brooms for sweeping, large paint brushes to use with water or paint, climbing frames, balls for throwing or rolling, drawing on the interactive white board and rolling pins to use with play dough and clay. Planned movement sessions including poetry time (where children act out the poem) also helps develop those muscles.

Fine motor skills are developed with planned sessions (for example counting seeds into pots using tweezers) and through continuous provision, for example: threading small beads, sewing cards, cutting and sticking, using tools with play dough and playing with buttons and play coins.

Mark making opportunities are available as part of our continuous provision inside and outside the classroom. These include: pencils, pens, paint, chalk, crayons and LCD writing tablets. There are also planned mark making sessions, these include making marks with feathers and with sticks and mud.

Adults model writing and scribe for the children, this happens both as part of planned sessions linked to our topics and through child initiated play.

Reception

The mark making, fine and gross motor skills opportunities are available to our reception children as part of our continuous provision. Letter formation mats and sound mats are also available to support children with their independent writing. In addition, children are encouraged to use their phonic knowledge to write for purpose as part of planned writing activities linked to our topics.

Helicopter Stories

We encourage all the children to tell stories which they act out with their friends. The teacher scribes for the children in nursery but as the children develop their phonic knowledge through Reception, the teacher encourages them to write some and finally all or most of their story.